DOCUMENT RESUME

ED 138 870 95 CG 011 338

TITLE	Elementary School Basic Guidance System: Grades K-4. ESEA Title I, 1976-77.
INSTITUTION	Norfolk Public Schools, Va.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	58p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Child Development; Educational Programs; Elementary Education; *Elementary School Guidance; Elementary School Students; *Guidance Programs; Guides; *Intervention; Problem Children; *Program Descriptions; *Pupil Personnel Services; Special Education; Student Placement; *Student Problems
IDENTIFIERS	Elementary Secondary Education Act Title I

ABSTRACT

This report describes the ESEA, Title I Elementary School Guidance Program instituted in 22 Norfolk elementary schools. The primary purpose of the program is to provide an organized developmental service that promotes positive child growth and development. This is to be accomplished through zealous efforts to achieve the following objectives: (1) to aid children in their school adjustment and academic development; (2) to assist children in their personal growth; (3) to assist children in their social development; (4) to help children develop adequate human relation skills; (5) to help children understand the world of work; (6) to assist children to alleviate personal, behavioral, and emotional problems; and (7) to aid children in the development of problem-solving skills. Some of the activities included in the program are: identifying pupils with special needs, assisting with placement of pupils, counseling individually and in groups with children who have learning, behavioral, and emotional problems, conducting small group guidance sessions with pupils, and conducting parent study group sessions. It is felt that these continuous activities and approaches will lead to fewer delinquents and dropouts. (Author/YRJ)

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ED138870

ELEMENTARY SCHOOL BASIC GUIDANCE PROGRAM

GRADES K-4

ESEA, TITLE I

1976-77

U S DEPARTMENT OF HEALTH
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Norfolk Public Schools

Norfolk, Virginia

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OVERVIEW

Norfolk is pioneering in an exciting, challenging, and growing field--ELEMENTARY SCHOOL GUIDANCE!!! The program, which is funded by ESEA, Title I, is operating in twenty-two (22) elementary schools: Bay View, Bowling Park, Calcott, Camp Allen, Chesterfield Heights, Coleman Place, Diggs Park, Easton, Fairlawn, Granby Elementary, Lakewood, Larchmont, Lindenwood, Marshall, Meadowbrook, Monroe, Oceanair, Ocean View, Pineridge, Sherwood Forest, Stuart, and Young Park. Each school is served by a part-time, certified elementary school counselor.

The primary purpose of the program is to provide an organized developmental service that promotes positive child growth and development. This is to be accomplished through zealous efforts to achieve the following objectives: (1) to aid children in their school adjustment and academic development; (2) to assist children in their personal growth through self understanding and the development of healthy self-concepts; (3) to assist children in their social development, particularly in developing adequate human relation skills; (4) to help children understand the world of work; (5) to assist children to alleviate personal, behavioral, and emotional problems; and (6) to aid children in the development of problem-solving skills necessary to consider alternatives and making decisions.

The director of guidance, supervisor of elementary school guidance, elementary school counselors, Dr. William H. Van Hoose, Consultant from the University of Virginia, and Dr. Melvin Witmer, Consultant from Ohio University, developed a written basic guidance program which is based on the surveyed needs of elementary pupils in our schools. Some of the activities included in the program are: identifying pupils with special needs, assisting with placement of pupils, interpreting the needs of children to administrators and teachers, counseling individually and in groups with children who have learning, behavioral, personal, social, and emotional problems, conducting small group guidance sessions with pupils, introducing pupils to the world of work, conducting orientation sessions for the next level of schooling, providing guidance-related inservice for teachers, conducting "C" group sessions with teachers, conferring with parents, teachers, and pupil personnel workers regarding individual children, conducting parent study group sessions, interpreting the guidance program to parent and community groups, and evaluating the program. It is felt that these continuous activities and approaches will lead to fewer delinquents and dropouts.

It should be made clear that the counselor does not work alone. Parents have dreams and plans for their children. Principals, teachers and pupil personnel workers are also working with the good of the whole child in mind. Therefore, the counselors will mesh their skills with these individuals and through a team effort work to meet the needs of pupils.

PURPOSE OF THE ELEMENTARY SCHOOL GUIDANCE PROGRAM

The primary purpose of the elementary school guidance program in ESEA, Title I schools is to provide a consistent and developmental program of services for eligible* pupils in Grades K-4 that promotes positive child growth and development.

OBJECTIVES

(Some activities contribute to several specific objectives but were placed under the most appropriate objective.)

I. To aid children in their school adjustment and academic development

A. Visit Grades K-4 classrooms to introduce the counselor and the guidance program

B. Meet with other pupil personnel workers, such as the school psychologist, visiting teacher, child development specialist, reading teachers, teachers for the blind and deaf, and special educational services teachers, to discuss children with problems in the areas of school adjustment and academic development and to plan intervention strategies

C. Conduct an early identification program with all eligible students, using Identifying Children with Special Needs by Kough and DeHaan as a resource

D. Organize a "Guidance Helpers" group to assist the counselor

E. Confer with parents and teachers as needed regarding individual children as well as groups of children in regard to their school adjustment and academic development

F. Assist with placement of students in special programs

G. Conduct small group guidance and group counseling sessions with children to improve school adjustment and academic development

H. Select and begin counseling, intervention strategies, and intensive case studies for two (2) children with underachievement problems

*Pupils eligible for guidance services must be enrolled in an ESEA, Title I instructional program

I. Counsel with pupils individually to assist them with problems in the areas of school adjustment and academic development

J. Introduce classroom guidance activities to teachers with demonstrations to teacher groups and to classrooms

K. Help staff members plan intervention programs for potential academic failures

L. Study cumulative folders of new children to the school and provide teachers with summaries

M. Identify and counsel with children who are potential academic failures for the year and support intervention programs for them

N. Plan and conduct "orientation to intermediate school" programs for children and parents

O. Orient parents and children to appropriate summer programs

P. Conduct and follow-up early identification program with all identified students with problems in the areas of school adjustment and academic development

Q. Organize and initiate parent study groups to assist children in this and other objectives of the program

R. Organize and initiate teacher "C" groups to assist children in this and other objectives of the program

S. Confer with parents and teachers as needed regarding individual children in this and other objectives of the program

EVALUATION

1. Monthly reports

2. Case studies

II. To assist children to alleviate personal, behavioral, and emotional problems through the development of problem solving skills necessary to consider alternatives and make decisions

A. Identification of problems by teachers, counselor, or others (parent, nurse, etc.), using Identifying Children With Special Needs as a resource

B. Conduct individual and group counseling with students with personal, behavioral, and emotional problems

C. Confer with parents to plan and implement programs to alleviate personal, behavioral, and emotional problems

D. Explore physical aspects or causes for inappropriate behavior

E. Confer with teachers to plan and implement programs to alleviate personal, behavioral, and emotional problems

F. Hold conferences with SES personnel

G. Try to interest parents in participating in discussion groups to assist them in learning ways to help alleviate personal, behavioral, and emotional problems of their children

H. Conduct and follow-up early identification program with all identified students with personal, behavioral, and emotional problems

I. Confer with parents and teachers as needed regarding individual children in this and other objectives of the program

J. Select and begin counseling, intervention strategies, and intensive case studies for two (2) children with maladaptive behavior

K. Initiate classroom guidance activities by demonstrating materials to groups of teachers (DUSO, Values Clarification, Magic Circle, and other materials)

EVALUATION

1. Monthly reports

2. Case studies

III. To assist children in their personal growth through self-understanding and the development of healthy self-concepts

A. Administer a self-concept scale at the first and fourth grade levels

B. Conduct and follow-up early identification program with all identified students with low self-esteem

C. Counsel with children individually and in groups to develop understanding of self and to improve self-concepts

D. Conduct small group sessions to develop understanding of self and to improve self-concepts (using DUSO, Magic Circle, and other materials)

E. Confer with parents and teachers as needed regarding individual children in their personal growth (self-concept)

F. Celebrate children's birthdays to give them a personal identity and a valuing of self

G. Select and begin counseling, intervention strategies, and intensive case studies with two (2) children with low self-concepts

H. Coordinate case work on referrals by the use of case conferences, more informal conferences with teachers and other pupil personnel workers, and reports to other staff members concerning children who have low self-concepts and other problems related to objectives of the program

I. Provide guidance inservice for staff members for this and other objectives of the program

EVALUATION

1. Monthly reports

2. Piers-Harris Children's Self-Concept Scale

3. Children's Self-Concept Instrument (Holthouse)

4. Case studies

IV. To assist children in their social development, particularly in their development of adequate human relations skills

A. Conduct a sociometric inventory in Grades K-4, analyze the data, and with the teacher plan intervention strategies for the identified isolates

B. Individual counseling with children included in (A) above and others who are referred

C. Conduct small group guidance and group counseling sessions with children

D. Confer with parents and teachers as needed regarding individual children who are not accepted by peers

E. Conduct and follow-up early identification program with all identified students with problems in areas of social development

F. Select and begin counseling, intervention strategies, and intensive case studies for two (2) children who are not accepted

EVALUATION

1. Monthly reports
2. Case studies
3. Sociometric activity (pre and post)

V. To help children understand and appreciate the world of work

A. Organize and advertise a file of career development materials

B. Demonstrate career education materials to groups of teachers (DUSO and other materials)

C. Plan and implement a Career Day and other career development activities for National Career Guidance Week in November

D. Conduct inservice and follow-up services with teachers

EVALUATION

1. Monthly reports

ROLE AND FUNCTION STATEMENT

The role and function of an elementary school counselor is:

1. to counsel individually and in groups with children who have learning, behavioral, personal, social, and emotional problems

2. to gather and organize data on children's learning, behavioral, social, and emotional development patterns for case staffings and conferences

3. to collaborate with other staff members and parents with regard to general child development and with regard to the developmental patterns of individual children

4. to serve as a resource person for teachers in planning classroom guidance activities

5. to initiate and conduct group guidance activities with children

6. to serve as a resource person for teachers in planning career development activities

7. to provide guidance-related inservice for other staff members

8. to communicate significant outcomes of counseling to teachers and parents

9. to initiate and conduct child study groups for parents

10. to interpret the needs of children to school administrators and other staff members

CALENDAR OF ELEMENTARY SCHOOL GUIDANCE ACTIVITIES

AUGUST

1. Confer with the principal to explain the proposed elementary school guidance program; solicit ideas for the program; determine dates for "Open House" activities, demonstrations, inservice; and secure suggested names for the guidance committee

2. Hold an inservice meeting with other staff members to introduce the guidance program's objectives, counselor's role and function, calendar of guidance activities, referral process, guidance committee, professional relationships, etc.

3. Become familiar with the community areas served by the school

4. Decorate the guidance office so that it is colorful, informal, and welcoming

5. Begin and maintain a Guidance Activities Record

6. Make plans to honor referred children's birthdays

7. Confer with other pupil personnel workers, such as the school psychologist, visiting teacher, child development specialist, reading teachers, teachers for the blind and deaf, speech and other special educational services teachers, to discuss professional relationships, referral procedures, and the guidance program

Optional

1. Secure a guidance bulletin board in a prominent place in the building and prepare the first guidance display

2. Prepare a schedule of activities for September and distribute to teachers

SEPTEMBER

1. Follow-up inservice meetings with teachers, either individually or in small groups, to discuss the new guidance program and grade level guidance activities

2. Organize and meet with the Guidance Committee

3. Visit Grades K-4 classrooms to introduce the counselor

4. Conclude initial conferences with other pupil personnel workers, such as the school psychologist, visiting teacher, child development specialist, reading teachers, teachers for the blind and deaf, and special educational services teachers, to discuss professional relationships, referral procedures, and the guidance program

5. Conduct an early identification program with eligible students, using Identifying Children With Special Needs by Kough and DeHaan as a resource

6. Become familiar with the services of community agencies

7. Distribute information sheets to all staff members detailing the referral system, guidance procedures, etc.

8. Contact key parents to elicit support for the guidance program

9. Administer a self-concept scale at the first and fourth grade levels

10. Begin individual counseling with children

11. Initiate group counseling and group sessions

12. Organize and advertise a file of career development materials

13. Attend professional meetings of the elementary school counselors, the Guidance Department, and professional guidance organizations

14. Begin classroom guidance demonstrations to teachers in their classrooms (DUSO in first and fourth grades, Magic Circle in second and third grades, and Focus on Self Development in selected grades)

15. Meet with the principal to discuss the status of the guidance program

16. Initiate referrals

17. Confer with parents and teachers as needed regarding individual children

18. Maintain a Guidance Activities Record

19. Send August-September's Guidance Activities Report to the Supervisor of Elementary School Guidance by October 10

20. Honor referred children's birthdays

21. Meet with Guidance Committee

22. Become familiar with all tests that will be administered in the fall

23. Provide guidance inservice for staff members

24. Distribute a guidance newsletter

Optional

1. Prepare a guidance bulletin board in a prominent place in the building

2. Prepare a schedule of activities for October and distribute to teachers

OCTOBER

1. Select two (2) students for intensive case studies for each of the following reasons: underachievement, low self-concept, maladaptive behavior, poor acceptance by peers, and attendance (total of 10 students - 5 per school)

2. Plan for implementation of career activities for National Career Guidance Week (November 7-13)

3. Organize and begin working with a parent study group

4. Continue classroom guidance demonstrations to teachers (DUSO in Grades 1 and 4 and Magic Circle in Grades 2 and 3)

5. Meet with the principal to discuss the guidance program

6. Continue working on the early identification program for all eligible children

7. Counsel with children individually and in groups

8. Confer with parents and teachers as needed regarding individual children

9. Conduct small group guidance sessions with children

10. Maintain and advertise career development materials

11. Attend professional meetings of elementary school counselors, Guidance Department, and professional organizations

12. Honor referred children's birthdays

13. Maintain Guidance Activities Record

14. Initiate referrals and follow-up previous referrals

15. Coordinate case work on referrals by the use of case conferences, more informal conferences with teachers and other pupil personnel workers, and reports to other staff members

16. Send October's Guidance Activities Record to the Supervisor of Elementary School Guidance by November 10

17. Contact parent and community groups to explain the elementary school guidance program

18. Conduct a special demonstration of a guidance activity in School B and invite parents and others

19. Hold open house (in school A) for staff members with displays of guidance materials and information sheets on the guidance program

20. Conduct a sociometric activity in Grades two and three, analyze the data, and with the teacher plan intervention strategies for identified isolates

Optional

1. Write and distribute a guidance newsletter to staff members and parents, explaining the guidance activities
2. Prepare a guidance bulletin board in a prominent place in the building
3. Organize and begin working with a teachers' C-group
4. Distribute a schedule of guidance activities for November

NOVEMBER

1. Begin counseling and intervention strategies for two (2) children for each of these reasons: underachievement, low self-concept, poor peer acceptance, maladaptive behavior, and attendance
2. Conduct career activities during National Career Guidance Week
3. Meet with parent study group
4. Counsel with children individually and in groups
5. Send November's Guidance Activities Record to the Supervisor of Elementary School Guidance by December 10
6. Initiate and follow-up referrals
7. Coordinate casework on referrals
8. Maintain and advertise career development materials
9. Confer with teachers and parents as needed regarding individual children
10. Continue referrals and collaboration activities connected with the early identification program
11. Meet with the principal to discuss the guidance program
12. Conduct small group guidance activities
13. Attend professional meetings of elementary school counselors, Guidance Department, and professional organizations
14. Honor referred children's birthdays
15. Maintain Guidance Activities Record
16. Provide guidance inservice for staff members

17. Continue on-going case studies

18. Attend the principal's conferences with other pupil personnel workers

19. Contact parent and community groups to explain the elementary school guidance program

20. Conduct a special demonstration in school A and invite parents and others

Optional

1. Maintain a guidance bulletin board in a prominent place in the building

2. Meet with teachers' C-group

3. Distribute a schedule of guidance activities for December

DECEMBER

1. Honor referred children's birthdays

2. Continue parent study group

3. Maintain Guidance Activities Record

4. Continue follow-up on early identification program

5. Counsel with children individually and in groups

6. Conduct small group guidance activities

7. Maintain and advertise career development materials

8. Attend professional meetings

9. Initiate and follow-up referrals and coordinate casework

10. Meet with the principal to discuss the guidance program

11. Confer with parents and teachers as needed regarding individual children

12. Continue on-going case studies

13. Send December's Guidance Activities Record to the Supervisor of Elementary School Guidance by January 10

Optional

1. Maintain a guidance bulletin board in a prominent place in the building

2. Distribute guidance newsletter to other staff members and parents, informing them of guidance activities conducted in November

3. Organize a new C-group, to begin in January

4. Distribute a schedule of guidance activities for January

JANUARY

1. Continue parent study group

2. Introduce classroom guidance activities to new teachers with demonstrations to teacher groups or to classrooms

3. Identify children who may fail the year academically and help staff members plan intervention programs

4. Conduct pre-evaluation of counseling with the children in the four special groups, e.g., sociometric activity in their class; self-concept scale for selected pupils; and analysis of their achievement and behavior

5. Initiate and follow-up referrals and coordinate casework

6. Counsel with children individually and in groups

7. Meet with the principal to discuss the guidance program

8. Continue follow-up on the early identification program

9. Provide guidance inservice for staff members

10. Meet with Guidance Committee (second meeting)

11. Conduct small group guidance activities

12. Maintain and advertise career development materials

13. Attend professional meetings

14. Honor referred children's birthdays

15. Maintain Guidance Activities Record

16. Confer with parents and teachers as needed regarding individual children

17. Continue on-going case studies

18. Send January's Guidance Activities Report to the Supervisor of Elementary School Guidance by February 10

19. Meet with parent and community groups to explain the elementary school guidance program

Optional

1. Distribute a newsletter to parents and staff, describing guidance activities for December
2. Maintain a guidance bulletin board in a prominent place in the building
3. Begin new C-group with teachers
4. Distribute a schedule of guidance activities for February

FEBRUARY

1. Counsel with children who are potential academic failures for the year and support intervention programs for them
2. Continue parent study group
3. Become familiar with all tests which are to be administered in the spring
4. Counsel with children individually and in groups
5. Meet with the principal to discuss the guidance program
6. Continue follow-up on early identification program
7. Visit classrooms to talk about the guidance program
8. Continue to conduct small group guidance sessions
9. Maintain and advertise career development materials
10. Attend professional meetings
11. Honor referred children's birthdays
12. Initiate and follow-up referrals and coordinate casework
13. Continue career development activities
14. Maintain Guidance Activities Record
15. Confer with parents and teachers as needed regarding individual children
16. Continue on-going case studies

17. Send February's Guidance Activities Report to the Supervisor of Elementary School Guidance by March 10

18. Conduct a special demonstration of a guidance activity in school A and invite parents and others

19. Meet with parent and community groups to explain the elementary school guidance program

20. Hold open house (in school B) for staff members with displays of guidance materials and information sheets on the guidance program

Optional

1. Prepare a guidance bulletin board in a prominent place in the building

2. Conclude and evaluate the C-group with teachers and organize a new group, to begin in March

3. Distribute a schedule of guidance activities for March

MARCH

1. Continue parent study group

2. Confer with parents and teachers as needed regarding individual children

3. Meet with the principal to discuss the guidance program

4. Continue follow-up on early identification program

5. Counsel with children individually and in groups

6. Conduct small group guidance activities

7. Maintain and advertise career development materials

8. Attend professional meetings

9. Honor referred children's birthdays

10. Initiate and follow-up referrals and coordinate casework

11. Maintain Guidance Activities Record

12. Send March's Guidance Activities Report to the Supervisor of Elementary School Guidance by April 10

13. Meet with parent and community groups to explain the elementary school guidance program

Optional

1. Maintain a guidance bulletin board in a prominent place in the building
2. Initiate a new C-group with teachers
3. Plan orientation to intermediate school for children and parents
4. Distribute a schedule of guidance activities for April

APRIL

1. Orient children and parents to appropriate summer programs
2. Ask teachers, principal, and third and fourth grade pupils to evaluate the guidance program using a locally-developed questionnaire
3. Administer a self-concept scale to first and fourth grade children
4. Conduct sociometric activity in selected classes (Grades 2 and 3)
5. Meet with the principal to discuss the guidance program
6. Continue follow-up on early identification program
7. Counsel with children individually and in groups
8. Conduct small group guidance sessions
9. Maintain and advertise career development materials
10. Attend professional meetings
11. Honor referred children's birthdays
12. Initiate and follow-up referrals and coordinate casework
13. Send April's Guidance Activities Report to the Supervisor of Elementary School Guidance by May 10
14. Continue parent study group
15. Maintain Guidance Activities Record
16. Confer with parents and teachers as needed, regarding individual children
17. Continue on-going case studies
18. Conclude parent study group; ask parents for an evaluation of the activity

Optional

1. Distribute a guidance newsletter to parents and staff, describing guidance activities for March
2. Maintain a guidance bulletin board in a prominent place in the building
3. Continue teachers' C-group
4. Conduct "orientation to intermediate school" group sessions with children and parents
5. Distribute a schedule of guidance activities for May

MAY

1. Meet with the principal to evaluate the year's guidance activities and to obtain input for the next year's program
2. Conclude early identification program
3. Meet with Guidance Committee to evaluate the year's guidance program and to obtain suggestions for next year's program
4. Orient parents and children to appropriate summer programs
5. Write results of counseling and intervention strategies with the five groups of two children each (case studies)
6. Attend professional meetings
7. Honor referred children's birthdays
8. Follow-up referrals and coordinate casework
9. Counsel with children individually and in groups
10. Maintain Guidance Activities Record
11. Confer with parents and teachers as needed, regarding individual children

Optional

1. Prepare a guidance bulletin board in a prominent place in the building
2. Conclude the teacher's C-group; ask teachers for an evaluation of the activity

JUNE

1. Identify program needs and make plans for next year's guidance program

2. Prepare final reports

3. Honor referred children's birthdays (June, July, and August)

4. Maintain Guidance Activities Record

5. Confer with parents and teachers as needed, regarding individual children

6. Orient parents and children to appropriate summer programs

7. Submit a list of materials and equipment needed for next year to the Supervisor of Elementary School Guidance

8. Send May and June's Guidance Activities Record to the Supervisor of Elementary School Guidance by June 15

9. Submit two (2) written case studies of two (2) children in each of the following areas: underachievement, low self-concept, maladaptive behavior, poor acceptance by peers, and attendance (total of 10 students - 5 per school)

GROUP GUIDANCE MATERIALS

Grade	Materials
K	DUSO I
1	DUSO I and TA for Tots
2	Magic Circle and Focus on Self Development - Stage I
3	Magic Circle and Toward Affective Development
4	DUSO II and Focus on Self Development - Stage II

Possible Materials

Unfinished Stories
Career Word Games (Chronicle)
SRA Career Development
Values Clarification
Wally, Bertha, and You
About Me
TA for Children
Ungame
Me Doll

EVALUATION

1. Questionnaire administered to teachers, principals, and selected students (Grades 3 and 4) in the spring to elicit their assessment of the guidance program's effectiveness

2. Monthly Guidance Activities Reports by the counselors

3. Ten case studies by each counselor

4. Pre- and post- assessments by each counselor of the effectiveness of counseling and planned intervention strategies with students with the following problems: maladaptive behavior, underachievement, low self-concept, poor acceptance by peers, and attendance

5. Periodic evaluation of parent study groups by participants

6. Fall and spring administration of a self-concept survey and sociometric activity

EVALUATION DESIGN FOR THE ELEMENTARY SCHOOL GUIDANCE PROGRAM
1976-77

The evaluation design for the Elementary School Guidance Program will consist of each counselor doing intensive case studies on two (2) students for each of the following reasons: poor attendance pattern, underachievement, low self-concept, maladaptive behavior, and poor acceptance by peers. (This will be a total of 10 cases per counselor.)

The following guidelines are to be implemented in each area:

1. Maladaptive Behavior

Teachers will use the form "Identifying Children with Special Needs" and select 1, 2, or 3 specific behaviors to be changed, e.g., disrupts class, fights, and uses profanity. Counselors will begin intervention strategies by November. Monthly consultation sessions will be held with the referring teacher to determine progress. (A frequency count will be recorded each month.)

2. Attendance

Record last year's (1975-76) monthly attendance of pupils referred. Get the attendance from the "Weekly Attendance Record Sheets." Begin intervention strategies by November. Keep accurate monthly attendance records for 1974-75. Progress will be determined by a change in this year's (1974-75) attendance.

3. Achievement

Select referred pupils who were rated in the progressing slowly category for the first grading period. Begin intervention strategies in November. The objective is to raise the level of achievement from progressing slowly to progressing or progressing rapidly on the second and/or third reports.

4. Low Self-Concept

Administer the Children's Self-Concept Index and the Piers-Harris Self-Concept Scale in September to identified first and fourth graders. Select pupils whose scores indicate a low self-concept and begin intervention strategies by November. Administer a post-test in April to determine progress.

5. Poor Acceptance by Peers

Administer a sociometric activity in October to identified pupils in grades 2 and 3 and select pupils who are revealed to be isolate. Begin intervention strategies by November. Administer a post-sociometric activity in April to determine progress.

PROBLEM CHECK LIST

Directions: Read the list slowly, and as you come to a problem which bothers you, put a circle around the number in front of it.

1. Being smaller than other kids.
2. Being bigger than other kids.
3. Can't talk plainly.
4. Hands hurting a lot.
5. Having something wrong with me.
6. Don't like school.
7. Would like to join a school club.
8. Afraid of failing in school work.
9. Don't like art.
10. Teachers always telling me what to do.
11. Too much work to do at home.
12. Nothing to do or play with at home.
13. Afraid of brother or sister.
14. Not able to take music lessons.
15. Not having my own room.
16. Being too bashful.
17. Not knowing how to act at parties.
18. Kids not liking to play with me.
19. Never chosen as a leader.
20. Being talked about.
21. Afraid to try new things myself.
22. Can't forget mistakes I've made.
23. Afraid God will punish me.
24. Losing my temper.
25. Not enough time for fun and play.
26. Hungry most of the time.
27. Not liking to eat.
28. Not being strong enough.
29. Being too fat.
30. Being too thin.
31. Too hot in school.
32. Not smart enough.
33. Don't like teachers.
34. Not having any fun at school.
35. Not interested in books.
36. Being afraid of daddy or mother.
37. Having to take music lessons.
38. Wanting my mother home more.
39. Not liking babies.
40. Daddy won't help me.
41. Being made fun of.
42. Playing mostly with little kids.
43. People think I'm a "sissy".
44. Not able to work with others.

ELEMENTARY SCHOOL COUNSELOR'S MONTHLY REPORT
1976-77

Name_____ School_____ Month_____

Please submit this report of the previous month's activities to the Supervisor of Elementary School Guidance and to the Principal by the tenth of each month.

I. INDIVIDUAL COUNSELING SESSIONS WITH PUPILS

A. Number of individual counseling sessions this month _____

B. Number of "first sessions" this month _____

C. How many individual counseling sessions did you have with <u>different</u> children this month? (Example: If you had 4 sessions with John, a second grader, and 6 sessions with Mary, a third grader, <u>count the pupils</u>, not the sessions.)

	K	1	2	3	4	5	6	Other	Total
Boys									
Girls									
Total									

II. REASON FOR REFERRALS RECEIVED THIS MONTH (This should correspond to the number recorded in No. IB)

		K	1	2	3	4	5	6	Other	Total
1.	Aggressive Behavior									
2.	Withdrawn Behavior									
3.	Academic Problems									
4.	Home Centered									
5.	Interpersonal									
6.	Intrapersonal									
7.	Potential Drop-outs									
8.	Health									
9.	Other (Specify)									
	_____									
	_____									
	Totals									

III. REFERRAL SOURCE TO COUNSELOR (This should correspond to Nos. IB and II)

		K	1	2	3	4	5	6	Other	Total
A.	Teacher									
B.	Self									
C.	Parent									
D.	Administrative									
E.	Staff									
F.	Other (Specify)									
	Total									

IV. CONSULTATION SESSIONS

		K	1	2	3	4	5	6	Other	Total
1.	Teacher									
2.	Parent									
3.	Administrator(s)									
4.	Visiting Teacher									
5.	Psychologist									
6.	Nurse									
7.	Other (Specify)									
	Total									

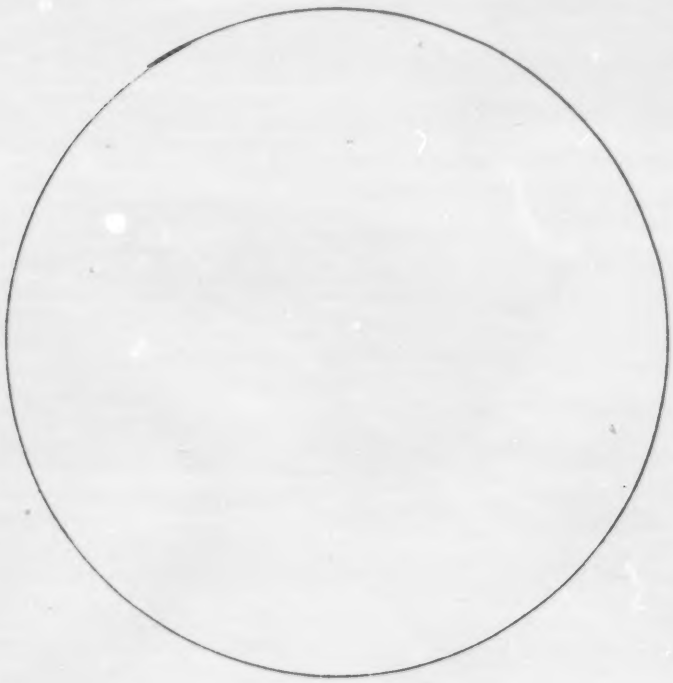
V. SCHOOL SERVICES

		K	1	2	3	4	5	6	Other	Total
1.	Initial Classroom Demonstration									
2.	Formal Demonstration									
3.	Inservice									
4.	Number Homebound									
5.	Homebound Contacts									
* 6.	Number at Youth Center									
7.	Youth Center Contacts									
8.	Open House									
9.	Case Conference (staffings)									
* 10.	Group Guidance Activities Career									
	Magic Circle									
	DUSO									
	Self-Concept Inventories									
	Sociometrics									
	Values Clarification									
	Small Group Counseling (2-9)									
	Focus on Self-Development									
	Other (Specify)									

VI. INDICATE AREA(S) NEEDING ASSISTANCE

* Specify grade levels

VII. PERCENT OF TIME SPENT CONDUCTING GUIDANCE ACTIVITIES



Indicate the percent of time spent conducting the following activities:

Individual Counseling - Small Group Counseling - Consultation - Child Study - Coordination - Group Guidance Activities - Career Development - Reports - Parent Groups - Other (specify) _____

_____

Due in January and June

IDENTIFYING CHILDREN WITH SPECIAL NEEDS

CLASS REFERRAL

Teachers:

We would like to begin our counseling sessions and case studies with children who have special needs. If you have any children in your room with any of the following traits, please list them in the proper blanks.

Thank you.

1. Maladaptive Behavior

_____
_____
_____
_____

(disrupts class, sullen, rude, difficult to manage, bully, fights often, gets mad easily, indifferent, inattentive, rejected by peers, quarrelsome, explosive temper, poor loser, slow learner, defiant, uses profanity, "sass" adults, rubs others the wrong way, occasionally is destructive of property)

2. Poor Acceptance by Peers

_____
_____
_____
_____

(gets mad easily, difficulty getting along with other children, disliked and rejected by peers, uncooperative, stubborn, fights often, moody, academic failure)

3. Low Self-Concept

_____
_____
_____
_____

(more unhappy than most children, insecure, shy, timid, quiet, tense, easily discouraged, larger or smaller than peers, school failure, daydreams, neither liked or disliked--just left out, physical defect, never stands up for himself or his ideas, shabbily dressed)

4. Poor Attendance Patterns

_____
_____
_____
_____

(older than other children, reading below mental age, little interest in school, ignored or disliked by pupils, repeated one or more grades, resists authority, passed on, often complains of illness, financially unable to do what the rest of the group does, poor attendance, often tardy, does not participate in extra-curricular activities)

5. Underachievement

_____

_____

_____

_____

(behind normal grade achievement, unable to work independently, short attention span, unable to follow directions, reading below mental age, shows little interest in school, refuses to do classroom work, daydreams, resist authority)

It is quite possible for some of our children to fit into more than one category. Please indicate this. Thank you for your help.

REQUEST FOR COUNSELING

PUPIL'S REQUEST FOR COUNSELING

Date_____

I would like to make an appointment to see the counselor.

NAME_____

GRADE_____ROOM NO._____

TEACHER_____

COMMENT_____

_____

_____

PRINCIPAL'S/TEACHER'S REQUEST FOR PUPIL COUNSELING

Name_____Date_____Age____Grade_____

Reason for referral_____

_____

_____

_____

Principal/Teacher_____

PUPIL'S COUNSELING APPOINTMENT

Date_____

TO: _____

FROM:_____

RE: Counseling appointment requested by:_____

Please send_____
Name

to the counselor at _____
Time

If this time is not convenient, please return this form to the counselor's box in the office by _____.
Time

Suggestion for an alternate time_____

COUNSELOR'S FOLLOW-UP SHEET

Progress report on _____ Grade _____
(child's name)

Teacher _____ Date _____

The child named above is being seen by the counselor. Please indicate, on this form, whether or not you have seen improvement. Feel free to offer any comment or suggestion you think will be of assistance in counseling this individual.

Behavior:
_____Improving
_____Unchanged
_____More of a problem

Social adjustment:
_____Being accepted
_____Unchanged
_____Less accepted

School Work:
_____Much improvement
_____Some improvement
_____Unchanged
_____More of a problem

Attitude:
_____Improving
_____Unchanged
_____More of a problem

Attendance:
_____Much improved
_____Some improvement
_____Unchanged
_____More of a problem

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

_____
Teacher's Signature

COUNSELOR'S REPORT TO TEACHER/PRINCIPAL

TO:_____
GRADE:_____
DATE:_____

_____ was seen by the counselor on_____.
(child's name) (date)
He/She was referred by _____. The nature of his/her
(referrer)
problem is personal, home, school, community. The counselee is shceduled to
(circle one)
be seen _____ at _____.
(days) (time)
The status of this case is:
_____beginning _____progressing
_____terminating _____closed until further notice

Comments:_____

_____

_____
Please feel free to contact me if additional information is desired.

_____
Counselor's signature

_____

COUNSELOR'S REPORT TO TEACHER/PRINCIPAL

TO:_____
GRADE:_____
DATE:_____

_____ was seen by the counselor on _____.
(child's name) (date)
He/She was referred by _____. The nature of his/her
(referrer)
problem is personal, home, school, community. The counselee is scheduled to
(circle one)
be seen _____ at _____.
(days) (time)

The status of this case is:
_____beginning _____progressing
_____terminating _____closed, until further notice

Comments:_____

_____

_____

_____
Counselor's signature

ELEMENTARY SCHOOL COUNSELORS'

"C" GROUP EVALUATION

Your candid reactions to the Teachers' "C" Group Sessions will help plan future sessions. Please express your opinions by completing the statements below. Your signature is not necessary.

1. Considering the sessions as a whole, how would you rate its value to you?
   _____Much _____Some _____Little _____None

2. Did you hear new ideas? _____Yes _____No

3. Can you use these new ideas in your class? _____Yes _____No _____Not sur

4. The one thing I liked most about the sessions was:_____

   _____

5. The one thing I liked least about the sessions was:_____

   _____

6. I (would, would not) profit by attendance at another workshop. (Please check the statement that best expresses your opinion.)

7. What, if anything, do you think could be done to better the program?

   _____

   _____

8. What areas or concerns would you like to have discussed at future sessions?_____

   _____

   _____

Please turn this in (use attached envelope) at the door after the final session. Thank you.

ELEMENTARY SCHOOL COUNSELORS'

PARENT-STUDY GROUP EVALUATION

Your candid reactions to the Parent-Study Group will help plan future sessions. Please express your opinions by completing the statements below. Your signature is not necessary.

1. Considering the sessions as a whole, how would you rate its value to you?
   _____Much _____Some _____Little _____None

2. Did you hear new ideas? _____Yes _____No

3. Can you use these new ideas at home? _____Yes _____No _____Not sure

4. The one thing I liked most about the sessions was:_____

   _____

5. The one thing I liked least about the sessions was:_____

   _____

6. I (would, would not) profit by attendance at another workshop. (Please check the statement that best expresses your opinion.)

7. What, if anything, do you think could be done to better the program?

   _____

   _____

8. What areas or concerns would you like to have discussed at future sessions? _____

   _____

   _____

Please turn this in (use attached enveloped) at the door after the final session Thank you.

CASE STUDY REPORT

Student No. _____ Age _____ Grade _____ Sex _____ School No. _____ Referral Source _____
Check One: _____ Poor attendance _____ Underachievement _____ Low self-concept
_____ Maladaptive behavior _____ Poor acceptance by peers
Date you started intervention _____ Date intervention terminated _____

Referral. State the primary reason for selecting the child. Specify the maladaptive or inappropriate behavior. Give a baseline description if possible; for example the frequency of the behavior—absent on the average of two days a week from beginning of year to intervention.

Counseling Goal. (What will the client be able to do as a result of counseling?)

1. What? (specific behavior)
2. Conditions? (when and where)
3. Criteria? (how well)

Data Collection and Display.
1. Behavior: (specific in terms of frequency or duration or intensity, etc.)
2. How measured: (i.e.: tests, ratings, self-reports, teacher reports, parent reports, behavior counts by observers, etc.)
3. How collected: (use the same methods as described in the research design for 1975-76, see the attached form)

Historical Log. (Record of environmental changes/counseling contacts associated with the counseling goal)

Date	Event & Description

Persons Involved. Indicate persons who were part of the intervention, that is, those who had some responsibility that was part of the plan to bring about a change in behavior (counselor, teacher, parent, community agency, visiting teacher, etc

Outcomes. Specify the changes in behavior that seem to relate to the goals of the planned intervention and give the source of your data. For example: since January 2 the client missed three days of school (1 illness; 2 unexcused) - January 11, January 26, and February 2 (attendance records); usually completes math and spelling assignments which were seldom completed in the beginning (teacher observation); no longer has "butterfly feelings" in his stomach before coming to school in the morning (self-report); smiles more often in counseling and refers more often to self in positive ways during session (counselor observation); no longer a hassle at home to get him to school in the morning (parent report). Include also the behavior changes that occurred since the start of the intervention but were not directly a part of the target behaviors identified or the plan developed and implemented. Some of the examples above may be unplanned outcomes. If there was no change, please state so. This should not reflect on your competence.

Case Summary. (A summary of the case based on an examination of the data display and historical log.)

CASE STUDY REPORT

STUDENT NO.:_____ AGE: 9 GRADE: 4 SEX: 4 SCHOOL NO.: _____

X Poor Attendance

DATE INTERVENTION STARTED: 10/74 DATE INTERVENTION TERMINATED: 5/75

REFERRAL:

The primary purpose for selecting this client was not only because of her large number of absences, but she was identified on the check list given the teacher for identifying children with special needs. There were dislikes for school and feelings of inferiority and concern about personal appearance.

CAUSE OF BEHAVIOR:

The causes of this behavior can be contributed to low self-concept, poor school work, and inadequate wearing apparel.

TARGET BEHAVIOR:

The target behavior focused upon by the child, others, and counselor were: regular attendance, increased interest in school, and socialization with peers.

METHODS AND STRATEGIES:

Significant modification in poor attendance were obtained through the following:

1. 20 individual counseling sessions and 11 group sessions
2. 12 conferences with teacher and 4 additional consultations in the form of "C" group sessions
3. Teacher, client and counselor had 10 conferences to determine progress
4. Empathy, positive regard
5. Classroom encouragement
6. Magic Circle activities
7. Planned successful school experiences
8. Role playing
9. Play media

PERSONS INVOLVED:

Persons taking part in the intervention were teacher, parent, peers, and counselor.

OUTCOMES:

A. Source of data compiled and utilized during period of intervention include:

1. Cumulative folder (year 1973-74)
2. Current attendance records
3. Teacher evaluation
4. Assessment: Sociometric test; Piers-Harris Self-Concept Scale

B. Changes in behavior related to goal

1. Absences decreased
2. Assignments usually completed
3. Established friendship with peer

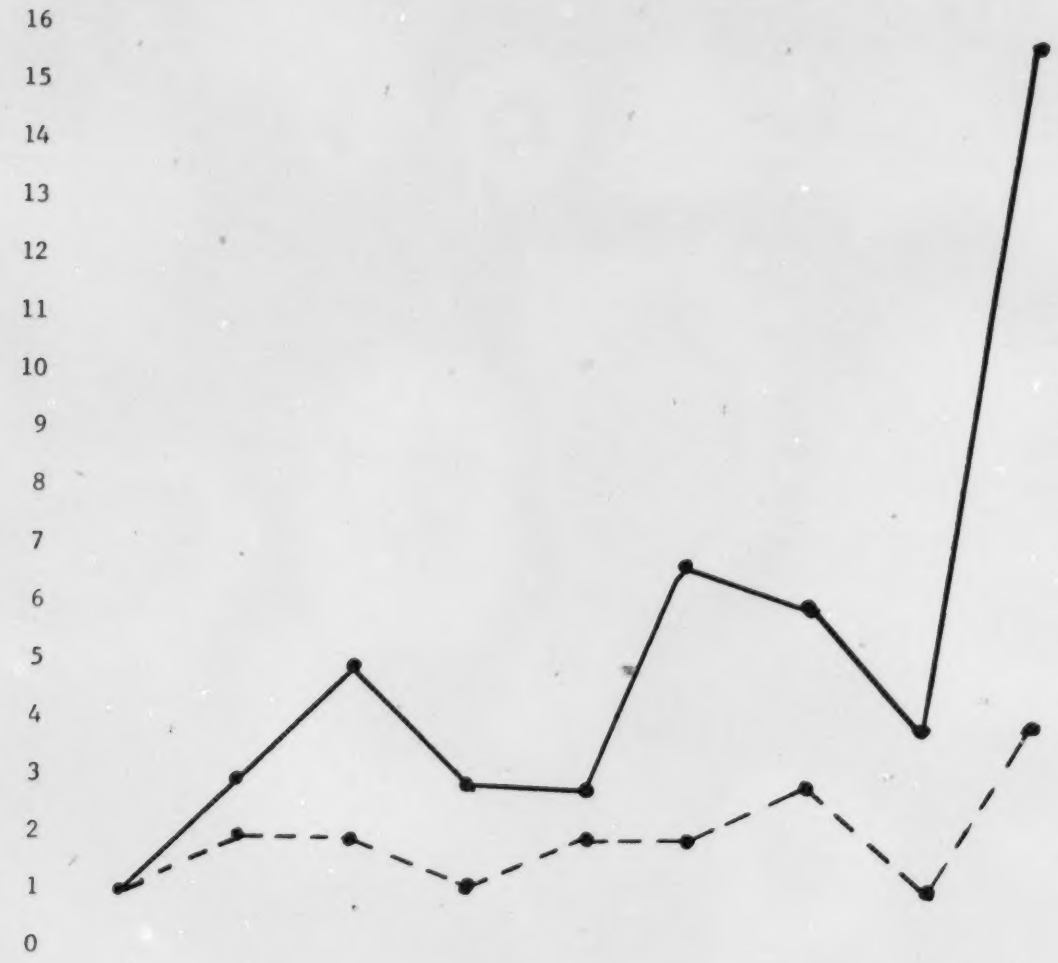
C. Additional behavioral changes

1. Talks about school in a more positive way
2. More involved in school activities

SCHOOL ATTENDANCE PATTERN

STUDENT NO. _____ AGE 9 GRADE 4 SCHOOL NO. _____

INTERVENTION DATE 10/74



	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total
73-74	1	3	5	3	3	7	6	4	16	48
74-75	1	2	2	1	2	2	3	1	4	18

——— 1973-74

- - - - 1974-75

CASE STUDY REPORT

STUDENT NO.: _____ AGE: 7 GRADE: 1 SEX: 3 SCHOOL NO.: _____

REFERRAL SOURCE: Counselor X Low Self-Concept

DATE INTERVENTION STARTED: 1/6/76 DATE INTERVENTION TERMINATED: 5/5/76

REFERRAL: Student was administered the Children's Self-Concept Index on December 17, 1975. At this time, his score of 26 indicated a low self-concept.

COUNSELING GOAL:

1. As a result of counseling, student's self-concept will be improved.
2. Improved self-concept will be evidenced at school by April, 1976.
3. Improvement of self-concept will be measured by a post-test of the Children's Self-Concept Index administered in April.

DATA COLLECTION AND DISPLAY:

1. Behavior: Improved self-concept, acceptance of self, interaction with peers, improved social skills.
2. Measured by tests and teacher reports.

HISTORICAL LOG:

Date	Event and Description
December 17, 1975	Student was administered Children's Self-Concept Index. Score of 26 indicated low self-concept.
December 18, 1975	Teacher conference. Discussed results of self-concept test. Gave teacher a list of negative statements marked on the test which indicated areas in which the child needed help.
January 6, 1976	Initial counseling interview. Counselee very shy. Attempts were made to get acquainted.
January 9, 1976	Counselee was involved in a group guidance activity.
January 14, 1976	Counseling session. Pupil was allowed to draw and praised for his efforts.
January 16, 1976	Small group session. Counselee chose two classmates to join him in watching several third graders put on a puppet show.
January 21, 1976	Counseling session. Puppets were used in an effort to help counselee verbalize.
January 21, 1976	Teacher conference. Activities from counseling sessions were shared at this time.

HISTORICAL LOG CONT'D:

Date	Event and Description
January 28, 1976	Counseling session. Played a memory game. Counselee was "winner". He smiled a lot and was obviously proud of his success.
February 4, 1976	Counseling session. Tape recorder was used and counselee learned two songs about feelings.
February 10, 1976	Teacher conference. She discussed activities planned in order to help counselee feel successful.
February 11, 1976	Counseling session. Counselee brought a classmate with whom he role-played as an adult. He was all smiles and he asked to do it again at another time.
February 13, 1976	Counselee was involved in a group guidance activity with fourteen classmates.
February 25, 1976	Counseling session. Counselee chose a classmate to role-play situations involving "sharing".
March 2, 1976	Teacher conference. Teacher stated that student was making progress and that she was giving him some leadership responsibilities.
March 3, 1976	Counseling session. Counselee asked to play the memory game again. He won for the second time.
March 17, 1976	Counseling session. Counselee drew a picture which was displayed in the Guidance Office
March 31, 1976	Small group session. Behavior techniques were discussed and demonstrated.
April 6, 1976	Teacher conference. Teacher reported that student seemed to enjoy school and was making friends.
April 7, 1976	Small group session. Children discussed sportsmanship.
April 9, 1976	Individual session. Counselee reported that he had made many friends.
April 21, 1976	Individual session. Counselee viewed a filmstrip and discussed it.
April 28, 1976	Counselee was given a post-test using the Children's Self-Concept Index. He received a perfect score of 52.
May 4, 1976	Teacher conference. Teacher noted continued progress. Test score was interpretated to teacher and it was decided that the counseling objective had been met.
May 5, 1976	Final counseling session.

PERSONS INVOLVED:

Counselor, Teacher

OUTCOMES:

Student now has positive feelings of self-worth. He smiles often in counseling sessions and talks about his many friends (counselor observation). His teacher reports that he makes friends easily, volunteers for classroom responsibilities and is accepted by his peers (See attached teacher comment).

CASE SUMMARY:

The counselee, a first grade male began his school year with many absences. He rarely mingled with other children. On December 17, 1975, he was administered the Children's Self-Concept Index. The total score of 26 indicated a low self-concept. A conference was held with the teacher and involved test interpretation and plans for individual counseling sessions.

During the initial interview, counselee was very timid and displayed a lack of confidence in self. Following counseling sessions were structured so that counselee could improve communication skills through the use of puppets and other play media. Counselee was made to feel successful and proud in that work was displayed in Guidance Office, he was given many opportunities to receive praise, and he won competitive games.

The student was, also, placed in many group situations which allowed for peer interaction and a feeling of acceptance.

The classroom teacher made use of varied strategies to help the student feel successful and accepted. He was given leadership responsibilities, placed in group activities, and made to feel a sense of pride in his work.

On April 28, 1976, counselee was given the post Children's Self-Concept Index. At this time, he received a perfect score of 52. A conference was held with the teacher and an agreement reached that there was no further need for counseling as the objectives had been met.

NOTE FROM TEACHER:

_____ started off the semester by losing a lot of time out of school. He only mingled with a very few of the children. He never wanted to go out at recess time, etc. His next door neighbor, who is a little girl in his classroom was his best friend. He always gave up before trying to do any type of activity.

Now, _____ seems to be enjoying school. He is making progress, although he is progressing slowly.

He makes friends easily. He tries to do an activity rather than give up with the "I don't know" concept.

He volunteers to help the teacher, he volunteers to be leader of devotions, games, etc. He is accepted by the whole class.

He always makes the expression that the work is too easy for him, although it is on his level. In other words, _____ is beginning to say "I can do just as much as anybody else can do, all I have to do is try", and he does try. If he needs help, he'll ask for help. At times, he feels he can help someone also.

CASE STUDY REPORT

STUDENT NO.: ____ AGE: 6 SEX: Male SCHOOL NO.: ____

REFERRAL SOURCE: Teacher ____ X Maladaptive Behavior

DATE INTERVENTION STARTED: 10/75 DATE INTERVENTION TERMINATED: 4/76

REFERRAL:

Client was referred to counselor by his teacher because of maladaptive behavior; fighting at least once a day, mimicking teacher, inattentive from the beginning of the year to intervention.

COUNSELING GOAL:

1. What? Improve in social interaction, cease fighting, listen to teacher instead of mimicking, develop more self control, accepted by peers, and happy and more alert.

2. Conditions? Client will develop and improve; social interaction with peers at home and school during intervention.

3. Criteria? Client will develop and improve social interaction among peers, gain friends, improve attitude toward self, and enjoy school more.

DATA COLLECTION AND DISPLAY:

1. Behavior: Client fought at least once a day, mimics teacher at least four times each day, and breaks into line once a day.

2. How Measured: Teacher reports behavior count by teacher and counselor.

3. How Collected: Monthly consultation sessions were held with referring teacher to determine progress.

HISTORICAL LOG:

Date	Event and Description
10/24/75	Consultation with teacher concerning client
10/28/75	Received referral from teacher
11/5/75	Individual counseling session
11/12/75	Individual counseling session
11/17/75	Notified parent through letter
11/19/75	Group guidance activity
11/24/75	Individual counseling session

HISTORICAL LOG CONT'D

Date	Event and Description
11/26/75	Teacher consultation (feedback)
12/1/75	Parent called counselor for consultation session
12/3/75	Individual counseling session
12/5/75	Conference with parent
12/8/75	Individual counseling session
12/12/75	Group guidance session
12/15/75	Individual counseling session
1/9/76	Individual counseling session
1/14/76	Individual counseling session
1/16/76	Teacher conference
1/21/76	Group guidance activity
2/2/76	Individual counseling session
2/13/76	Parent conference
2/18/76	Individual counseling session
2/25/76	Birthday celebration
3/1/76	Individual counseling session
3/10/76	Group guidance activity
3/17/76	Individual counseling session
3/29/76	Individual counseling session
4/5/76	Teacher conference
4/21/76	Individual counseling session

PERSONS INVOLVED:

Teacher, parent and counselor

OUTCOMES:

Client no longer mimics teacher, or fights; gets along well with peers; more relaxed; has improved social interaction (teacher observation); smiles more often in counseling and refers more often to self in positive ways during sessions (counselor observation); talks about school and his

OUTCOMES CONT'D:

teacher in a positive way; and no longer fights at home or with neighborhood children (parent report).

CASE SUMMARY:

Client was referred by teacher because of frequent fighting peers and mimicking teacher. Counselor used various strategies to bring about a change in behavior. Monthly consultation sessions were held with teacher to determine progress. A frequency count was recorded each month.

CASE STUDY REPORT

STUDENT NO.: _____ AGE: 8 GRADE: 2 SEX: 1 SCHOOL NO.: _____

REFERRAL SOURCE: Counselor X Poor Acceptance by Peers

DATE INTERVENTION STARTED: 11/25/75 DATE INTERVENTION TERMINATED: 5/27/76

REFERRAL: A sociometric test was administered in this student's classroom in October, 1975. He was revealed to be an isolate in that he was not named by any classmates.

COUNSELING GOAL:

1. As a result of counseling student will increase friendships and improve his social adjustment.

2. Improvement will be evident in his classroom and will take place by April, 1976.

3. Acceptance by others will be measured by a sociometric test administered in April, 1976.

DATE COLLECTION AND DISPLAY:

1. Behavior: Improved interaction with peers, improved acceptance by peers.

2. Measured by tests and teacher reports.

HISTORICAL LOG:

Date	Event and Description
October 14, 1975	Sociometric test administered in classroom. Student identified as an isolate.
October 29, 1975	Teacher conference. Interpretation of sociometric scores. Teacher surprised that this child was considered an isolate. Discussed plans for counseling.
November 25, 1975	First counseling session. Counselor found student to be a very pleasant child.
December 2, 1975	Teacher conference. Discussed strategies for arranging group activities which would include student.
December 5, 1975	Counseling session. Counselee stated that he liked school and had two good friends in his classroom.
December 9, 1975	Group guidance activity with fourteen classmates — "Magic Circle".
December 18, 1975	Parent conference. Explained objectives for counseling sessions.

HISTORICAL LOG CONT'D:

Date	Event and Description
January 6, 1976	Counseling session. Counselee stated that he preferred looking at books to playing outside.
January 7, 1976	Teacher conference. Gave feedback.
January 13, 1976	Counseling session. Counselee stated that he had a few problems at school, but would not reveal them.
January 20, 1976	Counseling session. Counselee worked with sequencing puzzles. Had no difficulty.
February 3, 1976	Counselee was asked if he'd like to join small counseling group. He readily accepted the idea.
February 4, 1976	Teacher conference. She was told that the student would be placed in a group with his peers in order to bring about group interaction.
February 10, 1976	First small group session. Each child was asked to say something nice about each member in the group. Counselee was obviously happy about this activity.
February 11, 1976	Group guidance activity with twelve classmates. Did an activity on the Social Self, from Focus on Self Development.
February 17, 1976	Small group session. Children discussed reasons for being in groups.
February 24, 1976	Small group session. Filmstrip was shown on making friendships.
February 24, 1976	Counselee was interviewed and photographed for a newspaper article.
March 2, 1976	Small group session. Children role-played situations about making new friends. Counselee was somewhat reluctant to do this.
March 3, 1976	Teacher conference. Teacher talked about what a nice child counselee was and how he never presented problems.
March 5, 1976	Group guidance activity with eleven classmates. An activity on "group work" from Toward Affective Development was presented.
March 16, 1976	Small group session. Played the "Ungame".
March 30, 1976	Small group session. Role-playing situations concerning sharing. Counselee was more willing to participate.
April 6, 1976	Group guidance activity with thirteen classmates. A unit on sharing was presented from Focus on Self Development.

HISTORICAL LOG CONT'D:

Date	Event and Description
April 7, 1976	Teacher conference. She reported that she had involved student in many group situations and had singled him out for praise. She further stated that there was more interaction with peers.
April 20, 1976	Individual counseling session. Counselor appeared more outgoing and self-assured. Talked of playing at home.
April 21, 1976	Administered post-sociometric test in classroom. Counselee was named six times as a best friend, one time for getting mad easily, two times for getting into fights, five times for hurting others, and one time for being the least liked.
April 23, 1976	Teacher conference. Discussed the test results. Decided to conclude counseling.
April 27, 1976	Final small group session. Each participant was given the chance to evaluate the sessions. Counselee stated that he had made new friends and liked meeting in a group with them.

PERSONS INVOLVED:

Teacher, Counselor, Parent

OUTCOMES:

As a result of counseling, etc. counselee is no longer an isolate. On the sociometric test he was viewed as a friend by some and aggressive by others. He is accepted by his peers and enjoys the friendship of others. (counselor observation)

CASE SUMMARY:

A sociometric test was administered in the student's second grade classroom. Not having been chosen by anyone, the student was revealed to be an isolate. Following the testing, a consultation was held with the teacher at which time strategies were discussed for improvement in social interaction and group acceptance. The teacher stated that the student was such a nice child and presented no problems. During the conference, it was explained to her that such children are often unnoticed by peers.

Individual counseling sessions were begun with the student and continued until February. During these sessions an effort was made to get well-acquainted with the counselee and to convey warmth and acceptance. It was apparent that he was a child who stayed to himself a great deal.

Following the individual sessions, the counselee was placed in a small counseling group with four of his classmates. Their activities were varied and consisted of role-playing situations, group discussions, and many opportunities for verbalization and interaction. The counselee was, at first, ill at ease with the group but gradually gained confidence in expressing himself before a group.

CASE SUMMARY CONT'D:

In addition to group counseling, the counselee took part in a number of group guidance activities with a larger group of his classmates. Most of the activities focused on group work and belonging to groups.

During teacher conferences, the teacher revealed that she had involved the student in many group activities and had singled him out for praise in the presence of his classmates. The teacher did a beautiful job in helping the student improve his social skills.

On April 21, 1976, a post-sociometric test was administered in the classroom. The counselee was named six times as a best friend and a number of times for being aggressive. He was no longer an isolate and the counseling objectives had been achieved.

CASE STUDY REPORT

STUDENT NO.: _____ AGE: 8 GRADE: 3 SEX: 1 SCHOOL NO.: ____

REFERRAL SOURCE: Teacher ___X___ Underachievement

DATE INTERVENTION STARTED: 11/6/75 DATE INTERVENTION TERMINATED: 5/20/76

REFERRAL:

Pupil was rated progressing slowly in the area of math and reading for the first grading period. He exhibited a short attention span, was inattentive and was not doing classroom work.

COUNSELING GOAL:

1. To raise the level of pupil achievement from progressing slowly to progressing or progressing rapidly on the second and/or third reports.

DATE COLLECTION AND DISPLAY:

1. Behavior: Completion of work assignments; lengthened attention span; and attentiveness during class periods; improvement in grades.

2. Measured by progress stated on report card.

HISTORICAL LOG:

Date	Event and Description
September 29, 1975	Referred to counselor for low achievement and inattentiveness.
October 2, 1975	Observed in classroom. Pupil was extremely inattentive and completed no work.
October 2, 1975	Teacher conference. Discussed outcomes of observation.
October 9, 1975	Observed in classroom.
October 25, 1975	Went to camp for a week with Title I participants.
November 5, 1975	First report card distributed.
November 6, 1975	First counseling interview.
November 10, 1975	Parent conference with Mother.
November 13, 1975	Counseling interview. Counselee read for the counselor. He seemed proud of this accomplishment.
November 14, 1975 - December 3, 1975	Counselor absent from school.
December 4, 1975	Counseling interview. Student expressed a problem in that neighborhood children would not play with him.

HISTORICAL LOG CONT'D:

Date	Event and Description
December 4, 1975	Conference with Social Worker from Community Mental Health Center who wanted a progress report. She stated that counselee would be evaluated psychologically. Also that parents were receiving counseling.
December 4, 1975	Teacher conference. Follow-up on conference with Social Worker from CMHC.
January 5, 1976	Counseling session. Counselee was asked his New Year's resolution. He said he wanted to stop lying to his parents.
January 8, 1976	Teacher conference. Teacher stated that he had improved some in behavior and was beginning to do some math assignments.
January 12, 1976	Teacher conference. Suggestions were made concerning giving student shorter assignments.
January 12, 1976	Conference with social worker at Community Mental Health Center.
January 12, 1976	Parent conference.
January 12, 1976	Teacher conference. Reading teacher was asked for a written progress report.
January 12, 1976	Teacher conference. Math teacher was asked for a written progress report.
January 15, 1976	Conference with Resource Lab reading teacher to bring her up-to-date on events concerning counselee.
January 15, 1976	Counseling session. Counselee reported that he had started going to the Boy's Club and was planning to join the Scouts.
January 15, 1976	Conference with Resource Team Leader. Feedback on counselee.
January 19, 1976	Conference with principal. Gave a progress report on counselee and events that had taken place.
January 22, 1976	Teacher conference. Strategies were discussed for helping counselee feel successful.
January 22, 1976	Counseling session. During this session counselee was interviewed for a newspaper article in the Journal and Guide.
January 22, 1976	Counselee was involved in a group guidance session with eleven classmates.

HISTORICAL LOG CONT'D:

Date	Event and Description
January 29, 1976	Teacher conference. She stated that student was elated over the fact that he would be in newspaper.
January 29, 1976	Counseling session. Work habits were discussed. Counselee complained of difficulty with cursive writing so most of this time was taken up with some writing exercises.
February 3, 1976	Counselee had test at Tidewater Rehabilitation Institute.
February 5, 1976	Teacher conference. Discussed counselee's testing.
February 5, 1976	Counseling session. Counselee was very excited about prospect of being in newspaper. Was involved in some Values Clarification activities.
February 26, 1976	Counseling interview. Following this counselee was photographed for newspaper article.
March 4, 1976	Counseling interview. Counselee reported that he felt he was improving in work.
March 8, 1976	Conference with Reading teacher. She reported that student had shown much improvement and was completing assignments.
March 11, 1976	Counseling interview. Had a student observer. Counselee was at ease and talked about plans to camp and fish with his father over the weekend.
March 15, 1976	Conference with math teacher. She stated that student was enjoying math, especially the shortened, varied activities.
March 18, 1976	Counseling session. Played the "Ungame." Counselee enjoyed it and asked to play it again.
March 18, 1976	Teacher made statement in front of student, that he was a good helper in the classroom.
April 1, 1976	Teacher conference. It was reported that student had a bad day on the day before.
April 1, 1976	Counseling session. During the session it was revealed that the night before counselee's "bad day," he had been up quite late, fishing with his father.
April 8, 1976	Teacher conference.
April 8, 1976	Counseling session. Counselee seemed unaware that his behavior had been unacceptable. Watched filmstrip, "I'm Boss."

HISTORICAL LOG CONT'D:

Date	Event and Description
April 22, 1976	Conference with worker from TRI. She stated that tests revealed no learning problems. She further stated that she had conferred with principal and he had given her a good progress report. Case will be terminated.
April 22, 1976	Counseling session. Played "Ungame."
April 26, 1976	Conference with Reading Lab Teacher. Asked if she would contact parent about enrolling student in the summer reading program.
May 6, 1976	Teacher conference. She reported that student had stopped doing math assignments.
May 6, 1976	Counseling session. Counselee was confronted about neglecting assignments. He related that this was because the school year was almost over. He was encouraged to complete work.
May 6, 1976	Counselor sent note to parent in which counselee was given praise but Mother encouraged to remind student of school responsibilities.
May 6, 1976	Mother came to school Open House. She conferred with counselor and teachers.
May 10, 1976	Teacher conference. She was still anxious to have student complete math assignments.
May 17, 1976	Counseling session. Student was, again, encouraged to complete work. He appeared tired, as though staying up too late.
May 18, 1976	Student went on field trip with Science class. He was very excited and happy.
May 20, 1976	Conference with Science teacher. She reported that student enjoyed field trip and that she had no difficulties in getting him to complete assignments.
May 20, 1976	Final counseling session. Counselee did a self-evaluation in which he stated that he felt he'd improved as a result of counseling and that he enjoyed his visits with counselor.

PERSONS INVOLVED:

Counselor, homeroom teacher (who was math teacher, as well), reading teacher, Resource Lab reading teacher, Resource Team Leader, principal, parent, social worker from Community Mental Health Center, and social worker from Tidewater Rehabilitation Institute.

OUTCOMES:

Grades on pupil report were raised to "progressing" by the third report period. Teachers reported in March that student had shown much improvement and was completing all assignments. However, during the past few weeks he has not been completing math assignments. This could be attributed to longer daylight hours and pupil not getting sufficient rest. Parents report that they have seen much improvement in him. They feel they can better communicate with him. (See attached note). He looks happy and appears to have more positive feelings of self-worth (counselor observation).

CASE SUMMARY:

Although this student was counseled for low grades on grade card, he was initially referred for counseling late in September. The referral was for low achievement and inattentiveness. Prior to initial counseling, the student was observed in the classroom on several occasions and conferences were held with various people. The mother contacted Community Mental Health Center where the family had previously received counseling and they notified the school that counseling would resume.

Following distribution of the first report cards, student began to attend individual counseling sessions. He had been marked "progressing slowly" in several areas of math and reading. During these sessions counselee was made to feel worthwhile and accepted, and was engaged in many activities which stressed responsibility and a sense of pride in accomplishments.

Many teacher conferences were held in order to provide counselee with optimum learning opportunities. He was given shortened tasks and a variety of activities which brought forth recognition.

The parents, who were very concerned, maintained contact with the school and continued to work with outside agencies in attempt to seek the cause of their child's problem.

The counselee was psychologically evaluated at Community Mental Health Center. The results indicated a possible learning disability. It was also recommended that the child be involved in organizations carrying male models, such as the Boy's Club.

Following the psychological evaluation, the student was given an intensive learning disability evaluation at the Tidewater Rehabilitation Institute. Findings indicated there was no presence of a learning problem.

By March, the counselee had made great strides in improvement. Teachers reported that he was putting forth effort and completing assignments. Report card grades were raised to "progressing." This case would have been closed in April except that the counselor felt there was a need to keep in touch with counselee for reinforcement purposes. However, in May the student's teacher reported that he was not completing math assignments. In all probability, the reasons for this may be the

CASE SUMMARY CONT'D:

lateness of the school year and extended daylight hours, which often prevent children from getting proper rest at this time of the year. In spite of this sudden lag in work completion, it is the opinion of this counselor that the objectives of this case were satisfactorily met in that the student's grades were raised to the level of "progressing."

NOTE FROM PARENT:

Mrs. Smith,

My husband and I have seen a lot of improvement in _____. He is easier to talk with and he will listen better. I really appreciate all the help you have given _____ and us.

Thank you,

Mrs. X

1976 REVISION COMMITTEE

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